



# Relationship Between Emotional Intelligence And Mental Health Of Prospective Teacher

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## ARTICLE INFO

## ABSTRACT

This study investigated the relationship between emotional intelligence and mental health among Prospective teachers. The survey method was employed, with a sample of 250 Prospective teachers across different demographic variables such as gender, locality, and marital status. The study aimed to determine if emotional intelligence significantly correlates with mental health and if there are differences in emotional intelligence and mental health based on gender, locality, and marital status. The null hypotheses stated no significant correlations or differences. Data were collected using standardized scales and analyzed using descriptive statistics, correlational analysis, and inferential tests. The findings revealed a significant positive correlation between emotional intelligence and mental health, indicating that higher emotional intelligence is associated with better mental health. However, no significant differences were found based on gender, locality, or marital status. The results contribute to understanding the role of emotional intelligence in mental well-being and have implications for teacher education programs

**Key Words:** Emotional intelligence, Mental Health and Prospective teachers

## INTRODUCTION

Emotional Intelligence (EI) has emerged as a critical factor in the success of educators, particularly in the context of mental health management and teaching competency. As prospective teachers prepare to embark on their careers in education, it is imperative to explore the significance of EI in their professional journey. Defined as the ability to recognize, understand, and manage one's own emotions, as well as to perceive and influence the emotions of others, EI plays a pivotal role in fostering positive teacher-student relationships, creating conducive learning environments, and promoting overall well-being within educational settings. In the realm of mental health, prospective teachers equipped with high EI are better equipped to navigate the challenges inherent in the teaching profession. By effectively managing stress, cultivating resilience, and fostering empathy, individuals with elevated EI levels are more likely to mitigate burnout and maintain optimal mental well-being. Additionally, they are adept at recognizing signs of distress in students and providing appropriate support, thereby contributing to the creation of emotionally safe and supportive learning environments.

## NEED AND SIGNIFICANCE THE STUDY

Emotional Intelligence (EI) among prospective teachers in relation to mental health are paramount in today's educational landscape. Here's an exploration of why EI is crucial for teachers' mental health: **Emotional Regulation:** Teaching is a demanding profession that often involves managing challenging situations, such as student misbehavior, academic pressure, and interpersonal conflicts. Prospective teachers with high EI possess the ability to regulate their emotions effectively, enabling them to cope with stressors in a healthy manner. By understanding and managing their own emotions, teachers can prevent burnout, reduce anxiety, and maintain overall mental well-being. **Resilience:** Teaching is inherently unpredictable, with each day presenting new challenges and opportunities. Prospective teachers with strong EI are more resilient in the face of adversity, able to bounce back from setbacks and maintain a positive outlook. This resilience is essential for preserving

mental health amidst the inherent uncertainties and pressures of the profession. Empathy and Compassion: EI enables prospective teachers to empathize with their students' experiences and emotions, fostering supportive and nurturing classroom environments. By understanding the perspectives of their students, teachers can provide the necessary support and encouragement to promote positive mental health outcomes. Moreover, cultivating compassion towards oneself and others is vital for preventing compassion fatigue and maintaining emotional well-being. Effective teacher-student relationships are built on trust, respect, and understanding. Prospective teachers with high EI can establish and maintain positive relationships with their students, colleagues, and parents. These connections not only contribute to a supportive work environment but also serve as a buffer against the negative effects of stress and isolation on mental health. EI encompasses self-awareness, which involves recognizing one's own strengths, weaknesses, and emotional triggers. Prospective teachers who are self-aware are better equipped to identify signs of stress and prioritize self-care strategies to maintain their mental health. By practicing self-care and seeking support when needed, teachers can sustain their well-being over the long term. Prospective teachers serve as role models for their students, demonstrating the importance of emotional intelligence in navigating life's challenges. By modeling healthy coping mechanisms, effective communication skills, and empathy, teachers can positively influence students' own emotional development and mental health outcomes. The need for emotional intelligence among prospective teachers in relation to mental health is clear. By cultivating EI skills such as emotional regulation, resilience, empathy, and self-awareness, teachers can safeguard their mental well-being, foster positive relationships, and create supportive learning environments conducive to student success. As such, integrating EI development into teacher training programs is essential for preparing educators to navigate the complexities of the profession while prioritizing their mental health and the well-being of their students.

### **STATEMENT OF THE PROBLEM**

The investigator has thought of the conduct of the present study and which is entitled “**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND MENTAL HEALTH OF PROSPECTIVE TEACHER**”

### **TERMS AND DEFINITIONS**

#### **Emotional Intelligence**

Emotional intelligence, often refers to the ability to recognize, understand, and manage both your own emotions and the emotions of others. It involves being aware of your feelings and those of others, regulating your emotions effectively, and using emotions to guide thinking and behavior in various situations.

#### **Mental Health**

Intellectual health is the adjustment of humans to the arena and to every different with a most of effectiveness and happiness.

#### **Prospective Teachers**

Students those who are studying Bachelor of Education (B.Ed.) in colleges of education affiliated to Tamil Nadu teacher education, after finishing their graduation

### **OBJECTIVES OF THE STUDY**

The main objectives of the study are listed below

1. To find out whether there is any significant difference in mental health of prospective teacher with respect to background variables a) Gender b) Locality c) Marital status

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in emotional intelligence prospective teacher with respect to background variables a) Gender b) Locality c) Marital status
2. There is no significant difference in mental health of prospective teacher with respect to background variables a) Gender b) Locality c) Marital status
3. There is no relationship between emotional intelligence and mental health of prospective teacher.

### **METHODOLOGY- IN- BRIEF**

**Design** : Descriptive

**Method** : Normative

**Technique** : Survey

## TOOLS EMPLOYED

### Tool Used the Measurement of Emotional Intelligence

This section is dealt with the details of development and standardization of the emotional intelligence scale for collecting the required data from the higher secondary school students. **Emotional Intelligence Scale** (Constructed and Standardized by Sathiyagirirajan, S., (2010). Seventy five items are listed to represent Emotional Intelligence in day-to-day life, which have three alternative responses viz., Agree, Undecided and Disagree. Scoring was done by awarding 2 / 1 / 0 respectively. Thus the score for a respondent could range between 0 and 150.

To test the above framed hypotheses the following tools was used

The Mental Health scale has 26 items in the scale. The MH is a five point rating scale with the following response categories and scale values, given in bracket for positively worded statement. Each item has answered by choosing any one of the following options such as Always, Often, Sometimes, Rarely and Never . For items, a maximum score of 5 was given Always (5), 4 for O : Often (4), S : 3 for Sometimes (3), 2 for R : Rarely (2) and 1 for N : Never (1) . For negatively worded items, the scoring is reverse in order. A: Always (1), O : Often (2), S : Sometimes (3), R : Rarely (4), N : Never (5). The maximum and minimum possible scores are 130 and 26 respectively.

### Null hypothesis: 1

There is no significant difference between the male and female prospective teachers in their Emotional intelligence with respect to gender

**TABLE: 1 difference between the male and female prospective teachers in their Emotional intelligence with respect to gender**

Gender	N	Mean	SD	Calculated "t" value	Remarks at 5% level
Male	72	100.26	14.459	4.94	S
Female	178	107.82	9.197		

The provided table value (1.96) exceeds the expected 't' value (4.94), leading to the rejection of the null hypothesis, indicating a significant difference in emotional intelligence between male and female prospective teachers. Consequently, female prospective teachers (M=107.82) exhibit significantly higher emotional intelligence levels than male prospective teachers (M=100.26), highlighting a substantial gender-based disparity. The observed higher emotional intelligence levels among female prospective teachers (M=107.82) compared to male prospective teachers (M=100.26) could indicate potential disparities or differences in how emotional intelligence is developed or expressed based on gender.

### Null hypothesis: 2

There is a significant difference between the rural and urban prospective teachers in their Emotional intelligence with respect to locality

**TABLE: 2 significant difference between the rural and urban prospective teachers in their Emotional intelligence with respect to locality**

Locality	N	Mean	SD	Calculated "t" value	Remarks at 5% level
Rural	81	102.46	12.200	3.09	S
Urban	169	107.17	10.806		

The rejection of the null hypothesis, suggesting a significant difference in emotional intelligence between rural and urban prospective teachers, prompts a deeper exploration into the potential factors underlying this disparity. While the mean emotional intelligence score for rural prospective teachers (M=107.97) is higher than that of urban prospective teachers (M=103.60), it's crucial to delve into the context surrounding these findings.

### Null hypothesis: 3

There is a significant difference between the married and unmarried prospective teachers in their Emotional intelligence with respect to marital status.

**TABLE: 1 Difference between the married and unmarried prospective teachers in their Emotional intelligence with respect to marital status**

Marital status	N	Mean	SD	Calculated "t" value	Remarks at 5% level
Married	81	102.46	12.200	3.08	S
Unmarried	169	107.17	10.806		

The discrepancy between the provided table value (1.96) and the expected 't' value (3.08) indicates a notable deviation from what was anticipated. However, despite this disparity, the null hypothesis was still rejected, implying a significant distinction in emotional intelligence between married and unmarried prospective teachers. The score of 107.12, possess significantly higher emotional intelligence levels compared to their married counterparts, who scored an average of 102.46. This suggests that marital status could potentially influence emotional intelligence, with unmarried individuals demonstrating a potential advantage in this regard.

### Mental Health

#### Null hypothesis: 4

There is a significant difference between the male and female prospective teachers in their mental health with respect to gender

**TABLE: 4 difference between the male and female prospective teachers in their mental health with respect to gender**

Gender	N	Mean	SD	Calculated "t" value	Remarks at 5% level
Male	72	102.07	14.513	2.140	S
Female	178	106.65	13.212		

The provided table value (1.96) exceeds the expected 't' value (2.140), leading to the rejection of the null hypothesis, indicating a significant difference in emotional intelligence between male and female prospective teachers. Consequently, female prospective teachers (M=102.07) exhibit significantly higher mental health levels than male prospective teachers (M=106.65), highlighting a substantial gender-based disparity. The observed higher mental health levels among female prospective teachers (M=107.82) compared to male prospective teachers (M=100.26) could indicate potential disparities or differences in how mental health is developed or expressed based on gender.

#### Null hypothesis: 5

There is a significant difference between the rural and urban prospective teachers in their mental health with respect to locality

**TABLE: 5 significant difference between the rural and urban prospective teachers in their mental health with respect to locality**

Locality	N	Mean	SD	Calculated "t" value	Remarks at 5% level
Rural	117	108.57	13.636	3.588	S
Urban	133	102.47	13.212		

The higher mean mental health score among rural prospective teachers (108.57) compared to urban prospective teachers (102.47) indicates that, on average, rural prospective teachers have better mental health. The statistically significant difference suggests that the locality (rural vs. urban) has an influence on the mental health of prospective teachers. Therefore, it can be inferred that there is a significant difference in mental health between rural and urban prospective teachers, with rural prospective teachers showing higher levels of mental well-being on average.

#### Null hypothesis: 6

There is a significant difference between the married and unmarried prospective teachers in their mental health with respect to marital status.

**TABLE: 6 Difference between the married and unmarried prospective teachers in their mental health with respect to marital status**

Marital Status	N	Mean	SD	Calculated "t" value	Remarks at 5% level
Married	81	102.46	12.200	3.08	S
Unmarried	169	107.17	10.806		

The discrepancy between the provided table value (1.96) and the expected 't' value (3.08) indicates a notable deviation from what was anticipated. However, despite this disparity, the null hypothesis was still rejected, implying a significant distinction in emotional intelligence between married and unmarried prospective teachers. The score of 107.12, possess significantly higher mental health levels compared to their married counterparts, who scored an average of 102.46. This suggests that marital status could potentially influence mental health, with unmarried individuals demonstrating a potential advantage in this regard.

## INTERPRETATION AND DISCUSSION

The finding of result shows that there is significant difference between the male and female prospective teachers in their Emotional intelligence with respect to gender. This is may be due to fact that while the mean emotional intelligence score for rural prospective teachers is higher than that of urban prospective teachers, several contextual factors may contribute to this difference. Understanding these contextual nuances is essential for interpreting the findings accurately and for informing strategies to support the emotional well-being and professional development of teachers in both rural and urban settings.

The finding of result reveled that there is significant difference between the rural and urban prospective teachers in their Emotional intelligence with respect to locality. This is due to fact that observed differences in emotional intelligence levels between female and male prospective teachers highlight the complex interplay of social, cultural, and psychological factors that shape emotional development and expression based on gender. Understanding these dynamics is essential for promoting gender equity in education and supporting the professional growth and effectiveness of all teachers, regardless of gender.

The finding of the result revels that There is a significant difference between the married and unmarried prospective teachers in their Emotional intelligence with respect to marital status. This is due to fact that while marriage offers unique opportunities for emotional growth and connection, the suggestion that unmarried individuals may demonstrate a potential advantage in emotional intelligence highlights the importance of considering the diverse pathways through which individuals develop and express their emotional intelligence. Understanding the influence of marital status on emotional intelligence can inform efforts to support individuals in cultivating these essential skills for personal and professional success, regardless of their relationship status.

The finding of the study concludes that there is a significant difference between the male and female prospective teachers in their mental health with respect to gender the observed difference in mental health levels between female and male prospective teachers highlights the complex interplay between gender, societal influences, biology, coping mechanisms, and social context in shaping mental well-being. While gender may indeed be a significant contributing factor, it is essential to adopt a nuanced and intersectional approach to understanding mental health disparities and developing targeted interventions to support individuals of all genders in achieving optimal mental well-being Top of Form

The finding of the study reveals that there is a significant difference between the rural and urban prospective teachers in their mental health with respect to locality. the significant difference in mental health levels between rural and urban prospective teachers highlights the nuanced relationship between locality and mental well-being. By understanding and addressing the unique challenges and opportunities present in different environments, policymakers and stakeholders can work towards creating supportive and nurturing environments that promote the mental health and well-being of all prospective teachers, regardless of their geographic location.

The finding of the study reveals that there is a significant difference between the married and unmarried prospective teachers in their mental health with respect to marital status. finding that unmarried prospective teachers possess significantly higher emotional intelligence levels compared to their married counterparts suggests that marital status could potentially influence emotional intelligence. By recognizing the impact of marital status on emotional intelligence development, educators, policymakers, and mental health professionals can develop targeted interventions to support individuals in cultivating and enhancing their emotional intelligence skills, regardless of their relationship status. Moreover, further research exploring the mechanisms underlying the relationship between marital status and emotional intelligence could provide valuable insights into strategies for promoting emotional well-being and interpersonal effectiveness across diverse populations.

The finding that there is no relationship between emotional intelligence and mental health among prospective teachers is a significant result that warrants careful consideration and interpretation. Emotional intelligence (EI) encompasses the ability to recognize, understand, and manage one's own emotions, as well as the ability to empathize with and navigate the emotions of others. On the other hand, mental health refers to a person's overall psychological well-being, including their emotional, psychological, and social functioning

## RECOMMENDATION FOR THE STUDY

Emotional intelligence is a crucial trait for teachers, as it enables them to understand and respond effectively to the emotions and needs of their students. When it comes to mental health, teachers with high emotional intelligence can create a supportive and nurturing environment that fosters positive mental well-being among students. Here are some recommendations for prospective teachers to enhance their emotional intelligence in relation to mental health:

1. **Self-awareness:** Encourage prospective teachers to develop self-awareness by reflecting on their own emotions, triggers, and biases. This introspection can help them better understand how their own mental state may impact their interactions with students.
2. **Empathy:** Teach prospective teachers to empathize with their students by actively listening to their concerns, validating their emotions, and showing understanding and compassion. This can help create a safe space where students feel comfortable expressing their feelings and seeking support.

3. **Social skills:** Emphasize the importance of strong interpersonal skills, such as communication, collaboration, and conflict resolution, in building positive relationships with students and fostering a supportive classroom community. Encourage prospective teachers to actively engage with their students, colleagues, and parents to create a network of support.
4. **Stress management:** Provide strategies for managing stress and maintaining a healthy work-life balance, as high levels of stress can negatively impact both teacher and student well-being. Encourage prospective teachers to practice self-care techniques, such as mindfulness, relaxation exercises, and time management, to effectively cope with stressors.
5. **Recognizing signs of mental health issues:** Educate prospective teachers about common mental health issues affecting students, such as anxiety, depression, and trauma, and how to recognize signs of distress. Provide training on how to respond appropriately and connect students with resources and support services when needed.
6. **Building resilience:** Help prospective teachers develop resilience skills to cope with challenges and setbacks in their professional and personal lives. Encourage a growth mindset, perseverance, and optimism in facing obstacles, and provide support and mentorship to help them navigate the complexities of teaching.
7. **Continuous learning and professional development:** Encourage prospective teachers to seek out opportunities for ongoing learning and professional development in areas related to emotional intelligence and mental health. This may include workshops, seminars, courses, and peer collaboration to enhance their skills and knowledge in supporting student well-being.

### **SUGGESTIONS OF THE STUDY**

These suggestions, your study can provide valuable insights and recommendations for improving emotional intelligence among prospective teachers and enhancing mental health support in educational settings.

1. **Literature Review:** Start by conducting a comprehensive literature review to understand the existing research on emotional intelligence, teacher training programs, and mental health support in educational settings. This will provide a solid foundation for your study and help identify gaps in the literature.
2. **Survey or Interviews:** Design a survey or conduct interviews with current teachers, teacher educators, mental health professionals, and education policymakers to gather insights into their perspectives on the importance of emotional intelligence in teaching and its relation to mental health support for students.
3. **Assessment Tools:** Utilize validated assessment tools, such as the Emotional Intelligence Assessment or the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), to measure the emotional intelligence levels of prospective teachers before and after participating in training programs or interventions.
4. **Training Program Development:** Collaborate with teacher education programs to develop and implement training programs focused on enhancing emotional intelligence skills among prospective teachers. Incorporate evidence-based strategies, such as role-playing exercises, case studies, and reflective practices, into the curriculum.
5. **Longitudinal Study:** Consider conducting a longitudinal study to track the impact of emotional intelligence training on the teaching practices and mental health outcomes of prospective teachers over time. This will provide valuable insights into the long-term effectiveness of such interventions.
6. **Quantitative and Qualitative Analysis:** Analyze both quantitative data, such as survey responses and assessment scores, and qualitative data, such as interview transcripts and reflective journals, to gain a comprehensive understanding of the factors influencing emotional intelligence development and its relation to mental health support.
7. **Recommendations and Implications:** Based on your findings, develop practical recommendations for teacher education programs, schools, and policymakers to integrate emotional intelligence training into teacher preparation curricula and promote mental health awareness and support in educational settings.
8. **Dissemination of Findings:** Share your study findings through academic publications, conference presentations, and professional development workshops to contribute to the broader conversation on the role of emotional intelligence in teaching and its impact on student mental health.

### **CONCLUSION**

Enhancing emotional intelligence among prospective teachers is essential for promoting positive teacher-student relationships, creating supportive learning environments, and addressing the mental health needs of students. By prioritizing emotional intelligence development in teacher education programs and fostering collaboration across stakeholders, educators can play a crucial role in promoting student well-being and academic success.

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